

MONTESSORI SCHOOL OF MT. PLEASANT

188 Civitas Street
Mt. Pleasant, SC 29464

GRADES 1-3 Elementary School

ENROLLMENT 43 Students

PRINCIPAL Jody Swanigan 843-478-3631

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 12 | 0 | 0 | 0 | 0 |

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | N/A | N/A | N/A |
| 2002 | N/A | N/A | N/A |
| 2003 | N/A | N/A | N/A |
| 2004 | Excellent | N/A | Yes |

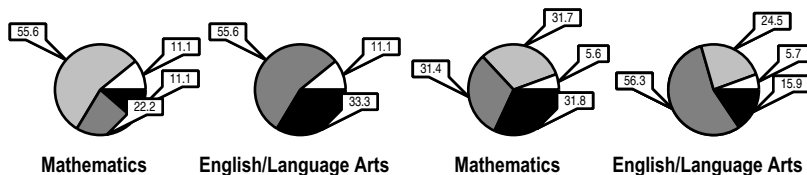
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 9 | 100.0 | 11.1 | N/A | 55.6 | 33.3 | 88.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 7 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Female | 2 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 8 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 9 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Full-pay meals | 9 | I/S | I/S | I/S | I/S | I/S | I/S | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 9 | 100.0 | 11.1 | 55.6 | 22.2 | 11.1 | 33.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 7 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Female | 2 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 8 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 9 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Full-pay meals | 9 | I/S | I/S | I/S | I/S | I/S | I/S | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 9 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 9 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 43) | | | | |
| First graders who attended full-day kindergarten | 87.5% | N/C | 97.2% | 100.0% |
| Retention rate | 0.0% | N/A | 0.8% | 2.7% |
| Attendance rate | 95.4% | N/A | 96.9% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | | 0.2% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | | 0.0% | 3.5% |
| Eligible for gifted and talented | 0.0% | N/A | 44.3% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 0.0% | N/A | 4.1% | 8.2% |
| Older than usual for grade | 0.0% | N/A | 0.2% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | N/R | 0.0% | 0.0% |

| | | | | |
|---|----------|-----|-----------|-----------|
| Teachers (n= 2) | | | | |
| Teachers with advanced degrees | 0.0% | N/A | 62.3% | 51.4% |
| Continuing contract teachers | 0.0% | N/A | 87.8% | 87.5% |
| Highly qualified teachers** | 0.0% | N/A | 95.7% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | N/A | N/A | 90.9% | 86.7% |
| Teacher attendance rate | 97.9% | N/R | 95.4% | 94.9% |
| Average teacher salary | I/S | I/S | \$42,920 | \$40,760 |
| Prof. development days/teacher | 5.0 days | N/R | 11.0 days | 12.4 days |

| | | | | |
|---|-----------|-----|-----------|-----------|
| School | | | | |
| Principal's years at school | 1.0 | N/R | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.0 to 1 | N/R | 21.2 to 1 | 18.9 to 1 |
| Prime instructional time | 95.4% | N/R | 91.5% | 90.0% |
| Dollars spent per pupil* | N/A | N/A | \$6,071 | \$6,044 |
| Percent of expenditures for teacher salaries* | N/A | N/A | 68.5% | 65.9% |
| Opportunities in the arts | Poor | N/R | Good | Good |
| Parents attending conferences | 99.0% | N/R | 99.0% | 99.0% |
| SACS accreditation | No | N/R | Yes | Yes |
| Character development program | Good | N/A | Excellent | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 88.1% | 92.0% |
| Highly qualified teachers in high poverty schools** | 87.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | No |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In its first year, Montessori Charter School served children in first through third grades. The 2003-2004 student population of 44 will grow to 60 as it adds a blended fourth through fifth grade class in the 2004-2005 school year. As a Montessori School, we utilize the Montessori hands-on curriculum to meet State Standards and Adequate Yearly Progress goals.

As a first year school, the challenges that faced MCS this year included acquiring a fully operational physical facility in time for school to begin, training faculty members in the Montessori Method, and getting wired into the CCSD. During the 2003-2004 school year, our parents worked with the MCS faculty to provide library services, pick up lunches, and offer classroom support. The challenges of the first year were successfully managed by the Governing Board, school faculty, parents, and students of Montessori Charter School.

Community service is an integral part of the Montessori Method. This year our student community service included sponsorship of an orphanage on St. Vincent in the Grenadines, raising \$11,000 for the Leukemia Foundation, participation in Project Cool Breeze, donation of time to organize activities for Cooper Hall Assisted Living and Rehabilitation Center, and organizing recycling projects. The Montessori Method encourages students as they learn and grow into contributing members of their community.

The arts are also an important part of the curriculum. MCS will continue to expand upon the programs that were started this year such as Historical Characters Personal Immersion and a Handbell Choir which culminated in a Talent & Variety Show at the end of the year. MCS is also committed to the continuation of Spanish as part of the weekly foreign language curriculum.

The Montessori Charter School's first Governing Board made up of parents, teachers, and community members had many tasks and goals to accomplish this year. They were able to put a facility in place with long-term construction plans for a building, procure a lot for a new building, and provide the necessary resources for a successful year as Charleston County's only charter school east of the Cooper River.

Jody Swanigan
Principal
Montessori Charter School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 0 | 10 | 10 |
| Percent satisfied with learning environment | N/R | 100.0% | 90.0% |
| Percent satisfied with social and physical environment | N/R | 100.0% | 90.0% |
| Percent satisfied with home-school relations | N/R | 90.0% | 80.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.